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ABSTRACT

This set of 21 lesson plans in career exploration is intended for use by classroom teachers desirous of infusing career education into the curricula for their subjects. Business, humanities, natural science, and social science are the major academic areas covered. The plans are national in scope, and rely on the new DOT and "What Can I Be?" as sources. Lessons are complete, and are deliberately not numbered so that they may be used as the teacher sees fit. (JLL)

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21 LESSON PLANS IN CAREER EXPLORATION

BUSINESS
- Accounting
- Finance
- Management
- Marketing

HUMANITIES
- English
- Humanities
- Journalism
- Languages
- Philosophy
- Speech

NATURAL SCIENCE
- Biology
- Chemistry
- Mathematics
- Physics

SOCIAL SCIENCE
- Economics
- Elementary Education
- Government
- History
- Psychology
- Secondary Education
- Sociology

Leo Lieberman, Ed.D.

Career Exploration Services, Publisher

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CG012822

To the Educational Administrator and Teacher

Each of the lesson plans in career exploration provides a realistic means of motivating your students to a greater appreciation of and commitment to your subject.

Each lesson plan is designed to help students to see the relevance of your subject to a range of college- or university-level occupations, and to develop the life-long skills needed to make career choices.

The occupational literature has been carefully reviewed to select those occupations for which your subject provides important preparation. To some extent, your subject furnishes a work-sample of the occupations listed in the lesson plan.

The student can use the knowledge gained in your class about his or her interests in the subject to select out of the occupations listed in the lesson plan a few that appeal to him. In the charts in What Can I Be? 525 Liberal Arts and Business Careers the student will find for each occupation data on: the variety of subjects desirable to qualify for the occupation (his interests); the levels of competence required in dealing with data, people and things (his abilities); and the amount of education required or desirable (his aspiration level).

The individual differences of the students in interests, abilities and aspiration level as presented in What Can I Be? are important to consider in order to make a sound, data-based choice of career.

Other data such as employment outlook and starting salaries can be obtained by the students through their own research. The student is guided by the lesson plan not only in what to consider as the significant factors and data in career choice, but in how to secure literature on career information from valid sources, to outline the literature, and to verify his outline by personal investigation.

The student who has matched his inner strivings and abilities in a subject with a realistic, even if tentative, career becomes a motivated student.

It is suggested that two periods, or up to four or five periods, be used for the infusion of career education into a subject. The first period should be employed by the students in using What Can I Be? and writing letters. After the students have received replies from their letters to career information sources, the second through fifth periods might be utilized for oral presentations of their research.

Leo Lieberman, Ed.D.

Lesson Plans in Business

Accounting

Finance

Management

Marketing

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Lesson Plan to Develop the Career Exploration Skills of Students

CAREER EXPLORATION IN ACCOUNTING

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Accounting.

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources (3)
Stationery

Activities: Each Student

1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Accounting provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. **(Omit the 6-digit numbers for the occupations.)**
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Accounting(4)

160.167-010	Accountant		Hospital Administrator 187.117-010
Term(5)	Accountant, Certified Public		
160.162-010	Accountant, Tax		Lawyer, Probate 110.117-030
			Manager, Credit and Collection 168.167-054
			Manager, Office 169.167-034
169.167-010	Administrative Assistant		Programer, Business 020.162-014
160.162-014	Auditor		Revenue Agent 160.167-050
161.117-010	Budget Officer		Special Agent, F.B.I.375.167-042
	Business Manager, College or		Stock-Control Supervisor 222.137-038
186.117-010	Univ.		Systems Analyst, Business-Electronic Data Processing 012.167-066
162.117-014	Contract Administrator		Tax Attorney 110.117-038
186.117-014	Controller		Tax Economist 050.067-010
168.267-022	Customs Inspector		
186.167-010	Estate Planner		Traffic-Rate Clerk 214.362-038
020.167-014	Financial Analyst		Treasurer 161.117-018

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(3) This title represents any directory of community resources for career exploration.

(4) The 9-digit code numbers are to be used to locate the description of an occupation in the Occupational Group Arrangement section in the Dictionary of Occupational Titles: Fourth Edition. Disregard the 6-digit code in What Can I Be?, and the occasional, minor differences between the occupational titles in WCIB? and the DOT.

(5) "Term" indicates the occupation is defined in the section Term Titles and Definitions in the DOT.

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN FINANCE

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Finance.

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Finance provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. **(Omit the 6-digit numbers for the occupations.)**
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Finance(4)

020.167-010	Actuary	Financial Analyst	020.167-014
241.267-010	Agent-Contract Clerk	Financial Economist	050.067-010
191.287-010	Appraiser	Foreign- Exchange Code Clerk	209.367-030
191.287-014	Appraiser, Art	Foreign-Exchange Trader	186.167-014
191.267-010	Appraiser, Real Estate		
186.117-070	Bank Cashier(5)	Insurance Attorney	110.117-014
189.157-010	Business Broker	Insurance Broker	250.257-010
241.217-010	Claim Adjuster(5)		
241.267-018	Claim Examiner		
186.117-014	Controller	Lawyer, Corporation	110.117-022
191.267-014	Credit Analyst	Lawyer, Probate	110.117-030
		Lawyer, Real Estate	110.117-034
		Loan Officer	186.267-018
119.367-010	Escrow Officer	Manager, Branch Bank	186.117-038
186.167-010	Estate Planner	Manager, Consumer Credit	186.117-038

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168.167-054 Manager, Credit and Collection
Manager, Distribution
185.167-018 Warehouse
186.117-038 Manager, Financial Institution
Manager, Industrial
186.117-042 Development
186.117-066 Manager, Insurance
186.167-034 Manager, Insurance Office
214.137-014 Manager, Statement Clerks
184.167-094 Manager, Traffic
186.117-038 Manager, Trust Company
186.167-050 Operations Officer
250.357-018 Real-Estate Broker
188.117-122 Real-Estate Utilization Officer(5)
191.117-046 Right-of-Way Agent

Salesman, Financial Service 251.257-010
Salesman, Insurance 250.257-010
Salesman, Real Estate 250.357-018
Salesman, Securities 251.157-010
Securities Analyst 020.167-014
Securities Trader 162.157-042
Special Agent, Group Insurance 169.167-050
Statistician, Financial 020.167-014
Supervisor, Credit Union 186.167-026

Teller, Head 211.132-010
Title Examiner 119.287-010
Treasurer 161.117-018
Trust Officer 186.117-074
Underwriter 169.167-058

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(4) The 9-digit code numbers are to be used to locate the description of an occupation in the Occupational Group Arrangement section in the Dictionary of Occupational Titles: Fourth Edition. Disregard the 6-digit code in What Can I Be?, and the occasional, minor differences between the occupational titles in WCIB? and the DOT.

(5) In WCIB? change Level of Ability Dealing witn People from "Average" to "High".

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN MANAGEMENT

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Management

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Management provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Management (4)

169.167-010 Administrative Assistant
189.117-010 Association Executive
160.162-014 Auditor
187.167-018 Business Agent, Labor Union
188.117-014 Business Enterprise Specialist
100.167-026 Business Librarian
186.117-010 Business Manager, College or Univ.
169.367-010 Claims Taker, Unemployment Benefits
162.117-014 Contract Administrator
166.117-010 Director, Industrial Relations
Director of Institutional Research 090.167-018
Director of Placement 166.167-014
Director, Training 166.167-026
Director, Volunteer Services 187.167-038
Editor, Trade-or-Technical Publ. 132.037-022
Employment Interviewer 166.267-010
Executive Vice President, Chamber of Commerce 187.117-0
Hospital Aministrator 187.117-010
Industrial Economist 050.067-010
Industrial-Relations Specialist 166.167-034

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166.067-010 Job Analyst

166.167-034 Labor-Relations Specialist
110.117-022 Lawyer, Corporation
164.117-010 Manager, Advertising
186.167-018 Manager, Apartment House
183.117-010 Manager, Branch
188.117-114 Manager, City
187.167-126 Manager, Club
187.167-078 Manager, Convention
187.167-042 Manager, Dept. Chamber of Commerce
185.167-018 Manager, Distribution Warehouse
169.167-030 Manager, Electronic-Data Processing
166.167-030 Manager-Employment

187.167-110 Manager, Front Office
187.117-038 Manager, Hotel
186.117-042 Manager, Industrial Development
169.167-034 Manager, Office
184 117-050 Manager, Operations
166.117-018 Manager, Personnel
189.117-022 Manager, Plant
163.117-018 Manager, Promotion
186.167-046 Manager, Property
187.117-042 Manager, Recreation Establishment(5)
184.167-094 Manager, Traffic
189.167-018 Manager, Trainee
184.167-114 Manager, Warehouse
221.167-014 Material Coordinator

Operations Officer 186.167-050
Park Ranger 169.167-042
Personnel Recruiter 166.267-010
Placement Officer 166.167-014
Production Coordinator 221.167-018
Production Planner 012.167-050
Production Superintendent 183.117-014
Programer, Business 020.162-014
Public Health Service Officer 187.117-050
Salary and Wage Administrator 166.167-022
Stock Supervisor 222.137-034
Superintendent, Building 187.167-190
Superintendent, Institution 187.117-018
Supervisor, Historic Sites 102.117-010
Supervisor, Terminal 184.167-242
Systems Analyst, Business-Electronic Data Processing 012.167-066

Traffic-Rate Clerk 214.362-038
Training Instructor 166.227-010

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(5) In WCIB? change Level of Ability Dealing with People to "High".

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Lesson Plan to Develop the Career Exploration Skills of Students

CAREER EXPLORATION IN MARKETING

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Marketing

Related objectives are to develop students' skills in:

Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:

What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student

1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Marketing provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related To Marketing (4)

164.167-010 Account Executive
169.167-010 Administrative Assistant
188.117-014 Business Enterprise Specialist
162.157-018 Buyer
162.157-022 Buyer, Assistant
162.157-030 Buyer, Time and Space
162.117-014 Contract Administrator
131.067-014 Copy Writer
Director, Advertising 164.117-010
Examiner, Tariff and Schedules 169.267-014
Foreign Clerk 214.467-010
Foreign Service Officer 188.117-106
Importer-Exporter 185.157-018
Industrial Economist 050.067-010
Insurance Broker 250.257-010
International-Trade Economist 050.067-010
Manager, Advertising 164.117-010
Manager, Branch 183.117-010

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163.167-014	Manager, Circulation	Property-Rental Agent	186.117-062
187.167-078	Manager, Convention	Property-Utilization Officer	188.117-122
	Manager, Distribution	Public Relations Man	165.067-010
185.167-018	Warehouse	Purchasing Agent	162.157-038
163.117-014	Manager, Export	Salesman (Sales Representative)	Master(6)
		Salesman, Advertising	254.357-014
	Manager, Industrial	Salesman, Automobile	273.353-010
186.117-042	Development	Salesman, Financial Service	251.257-010
185.167-034	Manager, Merchandise	Salesman, General	279.357-054
184.117-050	Manager, Operations	Salesman, Insurance	250.257-010
163.117-018	Manager, Promotion	Salesman, Radio and Television Time	259.357-018
163.167-018	Manager, Sales	Salesman, Real Estate	250.357-018
185.167-046	Manager, Store	Saleswoman (Sales Representative)	Master
188.117-122	Manager, Surplus Property	Special Agent, Group Insurance	169.167-050
184.167-018	Manager, Traffic	Stock Supervisor	222.137-034
189.167-018	Manager, Trainee	Superintendent, Sales	250.157-010
	Manager, Utility Sales and		
163.167-022	Service	Ticket Agent	238.367-026
	Manager, Vehicle Leasing and	Traffic-Rate Clerk	214.362-038
187.167-162	Rental	Travel Clerk	238.367-030
184.167-114	Manager, Warehouse	Wholesaler	185.167-070
187.167-170	Manager, World Trade		
279.157-010	Manufacturers' Representative		
050.067-014	Market-Research Analyst		
262.157-010	Pharmaceutical Detail Man		
	Production Manager,		
141.031-010	Advertising		
163.167-026	Property-Disposal Officer		

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(5) In WCIB? change Level of Ability Dealing with People to "High".

(6) "Master" indicates the occupation is defined in the section Master Titles and Definitions in the DOT.

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Lesson Plans in Humanities

English

Humanities

Journalism

Languages

Philosophy

Speech

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CAREER EXPLORATION IN ENGLISH

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to English.

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student

1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to English provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. **(Omit the 6-digit numbers for the occupations.)**
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to English (4)

119.267-010	Abstract Writer	Copy Reader	132.267-014
150.047-010	Actor or Actress	Copy Reader, Book	132.267-014
159.147-010	Announcer	Copy Writer	131.067-014
	Announcer, International	Court Clerk	243.362-010
159.147-010	Broadcast	Critic	131.067-018
119.117-010	Appeals Reviewer	Cryptanalyst	199.267-014
131.067-018	Art Critic	Director, Advertising	164.117-010
100.367-010	Bibliographer	Director, Program	184.167-030
131.067-018	Book Critic	Drama Critic	131.067-018
100.167-018	Children's Librarian	Dramatic Coach	150.027-010
120.007-010	Clergyman	Dramatic Reader	150.047-010
		Editor, Book	132.067-014
131.067-010	Columnist	Editor, Continuity and Script	132.037-010
131.067-026	Comedy Writer	Editor, Greeting Card	132.067-022
131.087-010	Continuity Writer	Editorial Assistant	132.267-014

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131.067-022 Editorial Writer
132.037-022 Editor, Magazine

131.067-026 Gag Writer
119.267-026 Law Clerk
100.167-026 Law Librarian
191.117-034 Literary Agent

132.267-014 Manuscript Reader
120.007.010 Minister
120.007-010 Missionary
131.067-018 Music Critic
131.067-046 Novelist
131.067-038 Playwright
131.067-042 Poet
120.007-010 Priest
120.007-010 Rabbi

Reporter 131.267-018
Rewriter 131.267-014
Scenario Writer 131.087-018
Script Reader 131.267-022
Script Writer 131.087-018
Short Story Writer 131.067-046
Teacher, Drama 150.027-014
Teacher, English 091.227-010

Writer 131.067-046

Writer, Technical Publications 131.267-026

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN HUMANITIES

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Humanities

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Humanities provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Humanities (4)

191.287-014 Appraiser, Art
055.067-018 Archeologist
131.067-018 Art Critic
100.167-026 Art Librarian
120.007-010 Clergyman
131.067-018 Critic
102.017-010 Curator, Art Gallery
131.067-018 Drama Critic
055.067-022 Ethnologist
052.067-026 Historian, Dramatic Arts
Minister 120.007-010
Missionary 120.007-010
Museum Technician 102.381-010
Music Critic 131.067-018
Priest 120.007-010
Rabbi 120.007-010
Recreation Leader 195.227-014
Supervisor, Historic Sites 102.117-010
Teacher, Art 149.021-010
Teacher, Humanities 091.227-010

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(4) The 9-digit code numbers are to be used to locate the description of an occupation in the Occupational Group Arrangement section in the Dictionary of Occupational Titles: Fourth Edition. Disregard the 6-digit code in What Can I Be?, and the occasional, minor differences between the occupational titles in WCIB? and the DOT.

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN JOURNALISM

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Journalism

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Journalism provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Journalism (4)

164.167-010 Account Executive
159.147-010 Announcer
Announcer, International Broadcast 159.147-010
131.067-018 Book Critic
131.067-010 Columnist
131.087-010 Continuity Writer
132.267-014 Copy Reader
132.267-014 Copy Reader, Book
131.067-014 Copy Writer
131.067-018 Critic
Director, Advertising 164.117-010
Director, Program 184.167-030
Drama Critic 131.067-018
Editor, Book 132.067-014
Editor, City 132.037-014
Editor, Continuity and Script 132.037-010
Editor, Department 132.037-018
Editor, Film 962.264-010
Editor, Financial 132.037-018
Editorial Assistant 132.267-014
Editorial Writer 131.067-022
Editor, Index 132.367-010
Editor, Magazine 132.037-022
Editor, Managing, Newspaper 132.017-010

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132.067-026	Editor, News
132.017-014	Editor, Newspaper
132.267-010	Editor, Telegraph
	Editor, Trade-or-Technical Journal
132.037-022	
222.367-026	Film Librarian
131.267-018	Foreign Correspondent
131.267-014	Foreign News Translator
188.117-106	Foreign Service Officer
131.067-026	Gag Writer
164.117-010	Manager, Advertising
132.267-014	Manuscript Reader
131.067-010	News Analyst, Broadcast
143.062-034	Photographer, News
159.117-010	Producer
141.031-010	Production Manager, Advertising
	Public Health Educator 079.117-014
	Public-Relations Man 165.067-010
	Reporter 131.267-018
	Salesman, Advertising 254.357-014
	Salesman, Radio and Television 259.357-01
	Script Reader 131.267-022
	Script Writer 131.087-018
	Sports Announcer 159.147-010
	Supervisor, Publications 132.017-018
	Teacher, Journalism 091.227-010
	Writer 131.067-046
	Writer, Technical Publications 131.267-026

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN LANGUAGES

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Languages.

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Languages provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Languages (4)

352.367-010 Airplane Steward or Stewardess (Flight Attendant
159.147-010 Announcer
159.147-010 Announcer, International Broadcast
195.367-010 Case Aid
195.107-010 Case Worker
195.107-014 Case Worker, Child Welfare
195.107-018 Case Worker, Family
359.677-018 Child Care Attendant
195.167-010 Community Organization Worker
195.167-014 Community-Relations-and-Services Advisor, Public Housing
Customs Enforcement Officer 188.167-090
Customs Inspector 168.267-022
Foreign Clerk 214.467-010
Foreign Correspondent 131.267-018
Foreign-Exchange Code Clerk 209.367-03
Foreign-Exchange Trader 186.167-014
Foreign-Language Stenographer 202.362-014
Foreign News Translator 131.267-014
Foreign Service Officer 188.117-106
Foreign Student Advisor 090.107-010
Group Worker 195.164-010

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205.362-018 Hospital Admitting Clerk
168.167-022 Immigration Inspector
185.157-018 Importer-Exporter
059.267-014 Intelligence Specialist

050.067-010 International-Trade Economist
137.267-010 Interpreter
169.267-010 Interviewer and Claims Adjuster
168.267-038 Interviewer, Housing Project
059.067-014 Linguistic Scientist
163.117-014 Manager, Export
186.117-042 Manager, Industrial Development
187.167-170 Manager, World Trade
279.157-010 Manufactures' Representative
120.007-010 Missonary
195.167-030 Parole Officer
195.167-034 Probation Officer
195.227-010 Program Aid, Group Work
187.117-046 Program Director, Group Work(5)
079.117-014 Public Health Educator
187.117-050 Public Health Service Officer

Social Worker, Medical 195.107-030
Social Worker, Psychiatric 195.107.034
Social Worker, School 195.107-038
Teacher, Foreign Language 091.227-010

Traffic Rate Clerk 214.362-038
Translator 137.267-018

Translator, Scientific Documents 137.267-018
Travel Clerk 238.367-030

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(5) In WCIB? change Level of Ability Dealing with People to "High".

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN PHILOSOPHY

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Philosophy

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationary

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Philosophy provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. **(Omit the 6-digit numbers for the occupations.)**
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Philosophy(4)

119.267-010 Abstract Writer
131.067-018 Book Critic
120.007-010 Clergyman
131.067-010 Columnist
132.267-014 Copy Reader, Book
131.067-018 Critic
199.267-014 Cryptanalyst
159-147-014 Disc Jockey
131.067-018 Drama Critic
132.267-014 Editorial Assistant
131.067-022 Editorial Writer
109.067-010 Information Scientist
Manager, Trainee 189.167-018
Manuscript Reader 132.267-014
Minister 120.007-010
Missionary 120.007-010
Novelist 131.067-046
Playwright 131.067-038
Poet 131.067-042
Priest 120.007-010
Rabbi 120.007-010
Rewriter 131.267-014
Short Story Writer 131.067-046

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN SPEECH

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Speech.

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Speech provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. **(Omit the 6-digit code numbers for the occupations.)**
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Speech(4)

150.047-010 Actor or Actress
159.147-010 Announcer
Announcer, International
159.147-010 Broadcast
076.101-010 Audiologist (6)
131.067-014 Copy Writer
184.167-030 Director, Program
150.067-010 Director, Stage
159.147-014 Disc Jockey
131.067-018 Drama Critic
150.027-010 Dramatic Coach
150.047-010 Dramatic Reader
163.167-018 Manager, Sales
Motion Picture Narrator 150.147-010
News Analyst, Broadcast 131.067-010
Playwright 131.067-038
Poet 131.067-042
Public Relations Man 165.067-010
Reporter 131.267-018
Salesman (Sales Representative) Master (5)
Salesman, Advertising 254.357-014
Salesman, Automobile 273.353-010
Salesman, Financial Service 251.257-010
Salesman, General 279.357-054
Salesman, Insurance 250.257-010
Salesman, Radio and Television
Time 259.357-018

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250.357-010 Salesman, Real Estate
251.157-010 Salesman, Securities
Master Saleswoman (Sales Representative)(5)
131.087-018 Script Writer
131.067-046 Short Story Writer

076.107-010 Speech Pathologist
159.147-010 Sports Announcer
150.027-014 Teacher, Drama
091.227-010 Teacher, Speech

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(5) "Master" indicates the occupation is defined in the section Master Titles and Definitions in the DOT.

(6) In WCIB? change Level of Ability Dealing with Things to "High".

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Lesson Plans in Natural Science

Biology

Chemistry

Mathematics

Physics

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN BIOLOGY

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Biology.

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Biology provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Biology (4)

041.061-010 Anatomist
070.101-010 Anesthesiologist (5)
055.067-014 Anthropologist
076.101-010 Audiologist (5)
041.061-026 Biochemist
049.384-010 Biological Aid
041.061-030 Biologist
041.061-034 Biophysicist
078.361-014 Blood Bank Technologist
041.061-038 Botanist
070.101-014 Cardiologist (5)
041.061-042 Cytologist
Cytotechnologist 078-281-010
Dentist 072.101-010 (5)
Dermatologist 070.101-018 (5)
Ecologist Term (6)
Entomologist 041.061-046
Food and Drug Inspector 168.267-042
Food Bacteriologist 041.061-058
Geneticist 041.061-050
Hematology Technologist 078.361-014
Histologist 041.061-054
Industrial Bacteriologist 041.061-058

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079.161-010 Industrial Hygienist (5)
029.361-014 Laboratory Tester II
041.061-022 Marine Biologist
041.061-058 Medical Bacteriologist
100.167-026 Medical Librarian
079.367-014 Medical-Record Librarian
078.381-014 Medical Technician
078.361-014 Medical Technologist
041.061-058 Microbiologist
078-261-014 Microbiology Technologist
102.381-010 Museum Technician
041.061-062 Mycologist
070.101-050 Neurologist (5)
070.101-054 Obstetrician (5)
070.101-058 Ophthalmologist (5)
079.101-018 Optometrist (5)
071.101-010 Osteopathic Physician (5)
070.101-062 Otolarynologyst (5)
041.061-070 Parasitologist
169.167-042 Park Ranger
070.061-010 Pathologist
070.101-066 Pediatrician (5)
041.061-058 Pharmaceutical Bacteriologist
262.157-010 Pharmaceutical Detail Man
041.067-074 Pharmacologist
Term Physician (6)
070.010-022 Physician, General Practice
079.364-018 Physician Assistant
Physiologist 041.061-078
Plant Ecologist 041.061-038
Plant Pathologist 041.061-086
Podiatrist 079.101-022 (5)
Proctologist 070.101-086 (5)
Psychiatrist 070.107-014
Psychologist, Clinical 045.107-022
Psychologist, Developmental 045.061-010 (5)
Psychologist, Experimental 045.061-018 (5)
Public Health Service Officer 187.117-050
Radiologist 070.101-090 (5)
Rehabilitation Counselor 045.107-042
Sanitarian 079.117-018
Social Ecologist 054.067-014
Soil Bacteriologist 041.061-058

Speech Pathologist 076.107-010
Statistician, Biological and Agricultural Science 020.167-026
Supervisor, Publications 132.017-018
Surgeon 070.101-094
Teacher, Biology 091.227-010
Tissue Technologist 078.361-030
Translator, Scientific Documents 137.267-018
Urologist 070.101-098 (5)
Veterinarian 073.101-010 (5)
Zoologist 041.061-090

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(5) In WCIB? change Level of Ability Dealing with Things to "High".

(6) "Term" indicates the occupation is defined in the section Term Titles and Definitions in the DOT.

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN CHEMISTRY

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Chemistry.

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Chemistry provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90 . (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Chemistry (4)

070.101-010	Anesthesiologist (5)	Dentist	072.101-010 (5)
041.061-026	Biochemist	Dermatologist	070.101-018 (5)
070.101-014	Cardiologist (5)	Food and Drug Inspector	168.267-042
029.261-010	Chemical Analyst	Gynecologist	070.101-034 (5)
022.261-010	Chemical-Laboratory Technican	Hematology Technologist	078.361-014
022.061-010	Chemist	Industrial Hygienist	079.161-010 (5)
022.061-010	Chemist, Analytical	Laboratory Assistant	029.361-018
041.061-026	Chemist, Clinical	Laboratory Tester II	029.361-014
022.061-014	Chemist, Food	Lawyer, Patent	110.117-026
022.061-010	Chemist, Inorganic	Medical Technician	078.381-014
022.061-010	Chemist, Organic	Medical Technologist, Chemistry	078.261-010
041.061-026	Chemist, Pharmaceutical	Museum Technician	102.381-010
022.061-010	Chemist, Physical	Neurologist	070.101-050 (5)
022.061-010	Chemist, Polymers	Obstetrician	070.101-054 (5)
		Ophthalmologist	070.101-058 (5)

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071.101-010 Osteopathic Physician (5)
070.101-062 Otolarynologist (5)
119.267-026 Patent Examiner
070.061-010 Pathologist
070.101-066 Pediatrician (5)
262.157-010 Pharmaceutical Detail Man
041.061-074 Pharmacalogist
Term Physician (6)
070.101-022 Physician, General Practice (5)
079.364-018 Physician Assistant
079.101-022 Podiatrist (5)
070.101-086 Proctologist (5)
070.107-014 Psychiatrist
012.167-014 Quality-Control Supervisor
012.261-014 Quality-Control Technician
Radiologist 070.101-090 (5)
Sanitarian 079.117-018
Spectroscopist 011.281-014
Supervisor, Publications 132.017-018
Surgeon 070.101-094
Teacher, Chemistry 091.227-010
Translator, Scientific Documents 137.267-018
Urologist 070.101-098 (5)
Veterinarian 073.101-010 (5)

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(5) In WCIB? change Level of Ability Dealing with Things to "High".

(6) "Term" indicates the occupation is defined in the section Term Titles and Definitions in the DOT.

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN MATHEMATICS

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Mathematics

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Mathematics provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Mathematics (4)

020.167-010 Actuary
213.362-010 Computer Operator
020.167-026 Demographer
020.167-026 Econometrist
109.067-010 Information Scientist
Manager, Electronic-Data
169.167-030 Processing
020.162-010 Mathematical Technician (5)
020.067-014 Mathematician
020.067-018 Operations Research Analyst
020.162-014 Programer, Business (5)
020.167-022 Programer, Technical
Securities Analyst 020.167-014
Statistician, Applied 020.167-026
Statistician, Biological and Agricultural Science 020.167-026
Statistician, Business and Economics 020.167-026
Statistician, Financial 020.167-014
Statistician, Mathematical 020.067-0
Statistican, Opinion Polling 020.167-026
Statistician, Physical Science and Engineering 020.167-026
Statistician, Vital 188.167-022
Statistician, Social Science 020.167-026
Supervisor, Publications 132.017-018

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012.167-066 Systems Analyst, Business-Electronic Data Processing

020.067-010 Systems Analyst, Engineering-Scientific

091.227-010 Teacher, Mathematics

137.267-018 Translator, Scientific Documents

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(4) The 9-digit code numbers are to be used to locate the description of an occupation in the Occupational Group Arrangement section in the Dictionary of Occuapational Titles: Fourth Edition. Disregard the 6-digit code in What Can I Be? , and the occasional, minor differences between the occupational titles in WCIB? and the DOT.

(5) In WCIB? change Level of Ability Dealing with Things to "High".

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN PHYSICS

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Physics.

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Physics provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Physics (4)

021.067-010 Astronomer
041.061-034 Biophysicist
022.061-010 Chemist, Physical
024.061-018 Geologist
024.061-030 Geophysicist
024.061-034 Hydrologist
079.161-010 Industrial Hygienist (5)
029.361-018 Laboratory Assistant
110.117-026 Lawyer, Patent
025.062-010 Meteorologist
024.061-038 Mineralogist
102.381-010 Museum Technician
024.061-030 Oceanographer, Physical
119.267-026 Patent Examiner

Physicist 023.061-014
Physicist, Acoustics 023.061-014
Physicist, Atomic and Nuclear 023.061-014
Physicist, Electricity and Magnetism 023.061-014
Physicist, Electronics 023.061-014
Physicist, Heat 023.061-014
Physicist, Light 023.061-014
Physicist, Mechanics 023.061-014
Physicist, Nuclear 023.061-014
Physicist, Solid State 023.061-014
Physicist, Theoretical 023.067-010
Programer, Technical 020.167-022
Quality-Control Supervisor 012.167-014

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012.261-014 Quality-Control Technician
020.167-026 Statistician, Physical Science and Engineering
132.017-018 Supervisor, Publications
020.067-010 Systems Analyst, Engineering-Scientific
091.227-010 Teacher, Physics
137.267-018 Translator, Scientific Documents

025.267-014 Weather Observer
131.267-026 Writer, Technical Publications

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Lesson Plans in Social Sciences

Economics

Elementary Education

Government

History

Psychology

Secondary Education

Sociology

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN ECONOMICS

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Economics.

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Economics provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Economics (4)

020.167-010 Actuary

101.167-010 Archivist, Economic History
187.167-018 Business Agent, Labor Union
199.364-010 City Planning Aid
162.117-014 Contract Administrator
020.167-026 Econometrist

050.067-010 Economist
169.267-014 Examiner, Tariff and Schedules
050.067-010 Financial Economist
188.117-106 Foreign Service Officer
050.067-010 Industrial Economist
166.167-034 Industrial-Relations Counselor
Intelligence Specialist 059.267-010
International-Trade Economist 050.067-010
Labor Economist 050.067-010
Labor-Relations Specialist 166.167-034
Manager, Industrial Development 186.117-042
Market-Research Analyst 050.067-014
Price Economist 050.067-010
Securities Analyst 020.167-014
Statistician, Business and Economics 020.167-026
Tax Economist 050.067-010
Urban Planner 199.167-014

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN ELEMENTARY EDUCATION

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Elementary Education.

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Elementary Education provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Elementary Education (4)

099.167-018 Audiovisual Specialist
100.167-018 Children's Librarian
159.124-010 Counselor, Camp
099.117-018 Principal, Elementary School
149.021-010 Teacher, Art
094.227-014 Teacher, Blind
094.224-010 Teacher, Deaf
Teacher, Elementary School 092.227-010
Teacher, Handicapped Children 094.227-018
Teacher, Homebound Term (5)
Teacher, Kindergarten 092.227-014
Teacher, Mentally Retarded 094.227-022

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(5) "Term" indicates the occupation is defined in the section Term Titles and Definitions in the DOT.

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN GOVERNMENT

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Government

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Government provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Government (4)

101.167-010 Archivist, Political History
199.364-010 City-Planning Aid
188.167-090 Customs Enforcement Officer
168.267-022 Customs Inspector
187.117-030 Executive Vice President, Chamber of Commerce
188.117-106 Foreign Service Officer
168.167-022 Immigration Inspector
166.167-034 Industrial-Relations Counselor
059.267-010 Intelligence Specialist
Labor Relations Specialist 166.167-034
Manager, City 188.117-114
Manager, World Trade 187.167-170
Political Scientist 051.067-010
Solicitor, City or State 110.117-010
Urban Planner 199.167-014
Veterans' Claims Representative 187.167-198

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN HISTORY

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to History.

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to History provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90 . (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to History (4)

101.167-010	Archivist	Historian, Dramatic Arts	052.067-026
101.167-010	Archivist, Economic History	Museum Technician	102.381-010
101.167-010	Archivist, Political History	Park Ranger	169.167-042
052.067-010	Biographer	Supervisor, Historic Sites	102.117-010
052.067-014	Director, State-Historical Society	Teacher, History	091.227-010
052.067-018	Genealogist		
052.067-022	Historian		

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN PSYCHOLOGY

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Psychology

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Psychology provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit code numbers for the occupations.
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Psychology (4)

241.267-010 Agent-Contract Clerk	Clergyman 120.007-010
Airplane Steward or	Community Organization
352.367-010 Stewardess (Flight Attendant)	Worker 195.167-010
076.101-010 Audiologist (5)	Correction Officer 372.667-018
099.167-018 Audiovisual Specialist	Counselor 045.107-010
052.067-010 Biographer	Counselor, College 045.107-010
188.117-014 Business-Enterprise Specialist (6)	Counselor, School 045.107-010
195.367-010 Case Aid	Court Clerk 243.362-010
195.107-010 Case Worker	Criminologist 054.067-014
196.107-014 Case Worker, Child Welfare	Dean of Students 090.117-018
195.107-018 Case Worker, Family	Director, Evaluation and
359.677-018 Child-Care Attendant	Research 099.167-022

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090.117-026 Director, Extension Work
045.117-010 Director of Guidance, Public Schools
090.167-022 Director of Student Affairs
129.107-022 Director, Religious Education
166.167-026 Director, Training
187.167-038 Director, Volunteer Services
094.227-010 Educational Therapist
166.267-010 Employment Interviewer
195.164-010 Group Worker
045.107-010 Guidance Counselor
205.362-018 Hospital Admitting Clerk
100.167-022 Hospital Librarian
059.267-010 Intelligence Specialist
166.067-010 Job Analyst
110.107-014 Lawyer, Criminal
195.367-014 Management Aid
189.167-018 Manager, Trainee
050.067-014 Market-Research Analyst
100.167-026 Medical Librarian
120.007-010 Minister
120.007-010 Missionary
169.167-042 Park Ranger
195.167-030 Parole Officer
054.067-014 Penologist
166.267-010 Personnel Recruiter
166.167-014 Placement Officer

Priest 120.007-010
Probation Officer 195.167-034
Psychiatrist 070.107-014
Psychologist, Clinical 045.107-022
Psychologist, Counseling 045.107-026
Psychologist, Developmental 045.061-010 (
Psychologist, Educational 045.067-010
Psychologist, Experimental 045.061-018 (5
Psychologist, Industrial 045.107-030
Psychologist, School 045.107-034
Psychologist, Social 045.067-014
Psychometrist 045.067-018
Public Health Educator 079.117-014
Public Health Service Officer 187.117-030
Rabbi 120.007-010

Rehabilitation Counselor 045.107-042
Residence Counselor 045.107-038
Social Group Worker 195.107-022
Social Worker, Psychiatric 195.107-034

Speech Pathologist 076.107-010
Statistician, Opinion Polling 020.167-026

Training Instructor 166.227-010

Vocational Counselor 045.107-010

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(5) In WCIB? change Level of Ability Dealing with Things to "High".

(6) In WCIB? change Level of Ability Dealing with People to "High".

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN SECONDARY EDUCATION CONCENTRATION

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Secondary Education Concentration.

Related objectives are to develop students' skill in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Secondary Education Concentration provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Secondary Education Concentration (4)

099.167-018 Audiovisual Specialist
159.124-010 Counselor, Camp
Director, Evaluation
099.167-022 and Research
090.117-026 Director, Extension Work
Director of Guidance,
045.117-010 Public Schools
Director, Religious
129.107-022 Education
166.167-026 Director, Training
Educational Supervisor,
099.117-014 Penal Institution
094.227-010 Educational Therapist
Film Librarian 100.167-010
Guidance Counselor 045.107-010
Principal, High School 099.117-018
Public Health Educator 079.117-014
Teacher, Art 149.021-010
Teacher, Biology 091.227-010
Teacher, Blind 094.227-014
Teacher, Chemistry 091.227-010
Teacher, Commercial 091.227-010
Teacher, Deaf 094.224-010
Teacher, Drama 150.027-014

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091.227-010 Teacher, English
091.227-010 Teacher, Foreign Language
094.227-018 Teacher, Handicapped Children
091.227-010 Teacher, History
Term Teacher, Homebound (5)
091.227-010 Teacher, Humanities
091.227-010 Teacher, Journalism
Teacher, Mathematics 091.227-010
Teacher, Physics 091.227-010
Teacher, Secondary School 091.227-010
Teacher, Speech 091.227-010
Training Instructor 166.227-010

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(5) "Term" indicates the occupation is defined in the section Term Titles and Definitions in the DOT.

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Lesson Plan to Develop the Career Exploration Skills of Students
CAREER EXPLORATION IN SOCIOLOGY

Objective: The main objective is to help students to develop the skills they will need to choose a career and to understand which occupations are related to Sociology

Related objectives are to develop students' skills in:
Making judgments about career interests, abilities and aspirations.
Writing to secure career information.
Outlining career literature.
Verifying career facts.

Materials:
What Can I Be? 525 Liberal Arts and Business Careers. (1)
Dictionary of Occupational Titles: Fourth Edition (2)
Guide to Occupational Information Resources. (3)
Stationery

Activities: Each Student
1. Reads the list of occupations below and selects the occupational titles that are of interest to him or her. Information about an occupation may be secured by consulting the Dictionary of Occupational Titles.
2. In the charts in What Can I Be reviews for each selected occupation: which subjects in addition to Sociology provide desirable preparation; what levels of ability to deal with data, people and things are required; and how much education he or she must aspire to.
3. Chooses two occupations commensurate with his or her interests, abilities and aspirations; and writes to the professional societies listed in the column Sources of Information in What Can I Be. A sample letter is given on page 90. (Omit the 6-digit numbers for the occupations.)
4. After receiving replies from the professional societies, writes for one occupation a brief outline of the key facts. A list of essential kinds of career information is given on page 90 of What Can I Be.
5. Using the Guide to Occupational Information Resources or other sources, arranges to talk with a worker in the occupation to verify the career facts in his or her outline.
6. Makes an oral presentation of his or her outline in class.

Evaluation: The teacher and members of the class comment on the relevance, completeness and accuracy of the student's presentation.

Occupations Related to Sociology (4)

195.117-010 Administrator, Social Welfare
055.067-010 Anthropologist
055.067-018 Archeologist
195.367-010 Case Aid
195.107-018 Case Worker, Family
359.677-018 Child-Care Attendant
199.364-010 City Planning Aid
195.167-010 Community Organization Worker
195.167-014 Community-Relations-and-Services Advisor, Public Housing
Correction Officer 372.667-018
Counselor, Camp 159.124-010
Criminologist 054.067-014
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169.167-042	Park Ranger
195.167-030	Parole Officer
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054.067-014	Penologist
166.267-018	Position Classifier
195.167-034	Probation Officer
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187.117-046	Program-Director, Group Work (5)
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(1) Martin M. Bruce, Ph.D., Publishers, Box 228, New Rochelle, N. Y. 10804. Price $8.50.

(2) Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price $12.00.

(3) This title represents any directory of community resources for career exploration.

(4) The 9-digit code numbers are to be used to locate the description of an occupation in the Occupational Group Arrangement section in the Dictionary of Occupational Titles: Fourth Edition. Disregard the 6-digit code in What Can I Be?, and the occasional, minor differences between the occupational titles in WCIB? and the DOT.

(5) In WCIB? change Level of Ability Dealing with People to "High".

(6) "Term" indicates the occupation is defined in the section Term Titles and Definitions in the DOT.

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